DOCUMENT RESUME

ED 167 226 JC 790 174

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TITLE	College of DuPage Student Fall Quarter 1978 Registration Survey Form B.
INSTITUTION	College of DuPage, Glen Ellyn, Ill.
REPORT NO	C/D-1R-A63,784
PUB DATE	Oct 78
NOTE	17p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Academic Aspiration; Age; College Credits; Day Students; *Educational Background; Females; *Junior College Students; Males; Nontraditional Students; *Student Characteristics; Student Mobility; Transfer Students
IDENTIFIERS	Reverse Transfer; Stopouts; *Student Objectives

ABSTRACT

A random sample of 284 students at the College of DuPage took part in a survey to assess where students originated and whether they planned to continue their education. Survey questionnaires were included in the fall quarter 1978 registration materials for students registering both in person and by mail. Approximately 15% of the mailed questionnaires were returned; response rate for students registering in person approached 80%. Study findings included: (1) students belonged to one of four groups--direct from high school (27%), reverse transfer students (33)%, community, i.e., those who left high school and delayed entry into college beyond one quarter (26%), and community reverse transfer, i.e., those who attended a college or university after a delay of more than one quarter after high school graduation (14%); (2) direct high school graduates had an average age of 19, as compared to 26.6 for reverse transfer, 27.2 for the community group, and 31.1 for the community reverse transfers; (3) the high school group took the largest number of quarter hours; (4) the percentage of males was 43% of the high school group, 41% of reverse transfers, 51% of the community group, and 55% of the community reverse transfer; (5) differences among the groups were also found with respect to day/evening status and stop out rate; (6) students indicated a variety of plans such as transfer to a four-year institution (44%), work (29%), and return to the community (27%). (Author/LS)

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COLLEGE OF DuPAGE STUDENT FALL QUARTER 1978 REGISTRATION SURVEY FORM B

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Office of Institutional Research
College of DuPage
Glen Ellyn, Illinois 60137

Issued: October 1978

C/D - IR-A-63,784

College of DuPage Student
Fall Quarter 1978
Registration Survey
Form B

ABSTRACT

This report is based on one of two surveys, administered by the Office of Institutional Research, during Registration for Fall Quarter 1978. Surveys were given to a random sample of registrants. The purpose of this report was to assess students' intentions regarding their flow through College of DuPage.

The findings were:

1) Students come from four sources; High School (27%), Reverse Transfer (33%), Community (26%), and Community-Reverse Transfer (14%).

2) The four groups differ with respect to age, course load, time classes were taken, stop out rate and academic plans.

Summary of Group Characteristics

	Age	Qtr.Hrs.	% Male	% Day Classes	% Stopout	% Not Seeking Degree	% Plan to Transfer
High School	19.0	12.3	43	70	12	13	73
Reverse Transfer	26.6	7.7	41	39	32	42	57
Community	27.2	9.8	51	19	33	16	35
Community Reverse Transfer	31.1	8.1	55	35	28	44	43

3) Students have a variety of plans such as transfer to a university or four year college (44%), Work (29%), and return to the community (27%).

Finally, there is a need to conduct a longitudinal student flow study based on actual student records.

INTRODUCTION

This report summarizes the results for one of two registration surveys conducted during Fall Quarter Registration. The first survey "Form A" (C/D-IR-A-62-784) appears under a separate cover.

A series of questions were designed to evaluate where College of DuPage students originated and where they were planning on going academically. This concept was first approached with the Winter Quarter 1978 Registration Survey. After this initial attempt, items were added to the survey to increase the specificity of results. The survey was again conducted during Spring Quarter Registration. Again, extra items were added to clarify results.

The results of the Winter and Spring surveys are substantially similar. For several items, the Fall Quarter results differed considerably from previous findings. The differences will be noted where appropriate.

METHODOLOGY

Prior to Fall Quarter 1978, an estimate of Fall Quarter enrollment was made. Based on this estimate, a random sample of 284 number were selected, and a chronological list prepared. This list was used to insert questionnaires among registration forms for distribution to registrants. In addition, an attempt was made to mail surveys to mail regsitrants. This was necessary because approximately one-third of all students registered by mail. Most mail registrants enrolled for only one or two courses. Therefore, ignoring this group would result in an over representation of full-time students. The Business Office was asked to include questionnaires and prepaid return envelopes with ten schedules sent to students at a rate of ten to fifteen a day. A low response rate for the mailed surveys was expected. Approximately fifteen percent of the questionnaires were returned. For the students who registered on time, questionnaires were administered and collected by the Registration Office and returned to Institutional Research. The response rate for this group approached eighty percent. After key-punching, the data were analyzed utilizing the Statistical Package for the Social Sciences (SPSS).

REPRESENTATIVENESS OF THE SAMPLE

To assess the adequacy of the sample, four demographic characteristics were assessed. These characteristics were then compared to known characteristics for all registrants (16,654). The results of these comparisons were as follows:

Table 1

	Sample (N=214)	All Registrants (N=16,654)a
Age	25.3	25
Sex		
Male	46%	45%
Female	54%	55%
Course Load	9.59	7.78
Enrollment		
Day	42%	40%
Night	41%	45%
Both	17%	15%

a - Source- Official 10th Day Enrollment Statistics processed October 6, 1978.

The sample adequately reflects the age, sex, and day/night composition of the student body. The sample tends to over estimate full-time students.

FINDINGS

The findings will be reported in two sections. First sources of C/D students will be discussed, and secondly, destinations will be reviewed.

SOURCES

Currently enrolled College of DuPage students come from three different sources: 1) directly from high school (27%), 2) indirectly as reverse transfers from a university or four year college (33%), and 3) from the community (40%). The Fall Quarter distribution of these sources is essentially similar to the distribution for Winter and Spring quarters. For the purposes of this report, the groups are defined as:

High School: Persons who graduated from a high school and enroll in College of DuPage immediately (i.e.: the following fall).

Reverse Transfer: Persons who graduate from a high school and enroll at a university or four year college prior to enrolling at C/D.

Community: Persons who leave high school and delay entry into college beyond one quarter.

In addition, the Community group is subdivided to include:
Community-Reverse Transfers: Members of the community group who enroll at a university or four year college prior to enrolling at C/D.

The four groups show significant differences regarding age, quarter hours enrolled, time of day classes are taken, and educational plans. In addition, some interesting, although not significant, differences exist regarding sex distributions.

AGE

At College of DuPage, the average age for all students is approximately 25 years. For those answering the survey, the average age was 25.3 years. Table 2 summarizes the average age for each group:

Table 2

Age of Students by Source Group

Source	Mean	Standard Deviation	N
High School	18.98	3.43	54
Reverse Transfers	26.62	9.45	63
Community			
Direct	27.19	7.86	47
Reverse Transfer	31.14	10.03	29
Total	25.30	8.91	193

By using the Analysis of Variance Subroutine of the SPSS, it is noted that the four groups do differ significantly with regard to age. Most notable is the fact that students coming directly out of high school are significantly younger than the average student, and students entering College of DuPage as Community or Community-Reverse Transfers, tend to be older than the average student.

Table 3

Analysis of Variance Summary Table
Age by Source

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif. of F
Between Groups	3422.07	3	1140.69	18.25	0.01
Within Groups	11814.62	189	62.51		
Total	15236.89	192			

GENDER

No statistically significant differences exist among groups regarding sex. (Table 4). There is a tendency for the two Community groups to have a relatively higher percentage of males than do the High School and the Reverse Transfer groups. It is interesting to note that the sex distribution for Fall Quarter differs dramatically from the Spring Quarter distribution. (Table 4-a). The largest shifts occur for the High School and Community-Reverse Transfer groups.

Table 4

FALL QUARTER 1978
Sex of Students by Source of Entry
(In Percents)

	Source			
	High School (N=53)	Reverse Transfer (N=64)	Community (N=49)	Community Reverse Transfer (N=29)
Male	43	41	51	55
Female	57	59	49	45

Chi Square = 2.36 df = 3 $p \leq 0.50$

Table 4-a

SPRING QUARTER 1978
Sex of Students by Source of Entry
(In Percents)

	Source			
	High School (N=43)	Reverse Transfer (N=53)	Community (N=53)	Community Reverse Transfer (N=21)
Male	58	45	51	33
Female	42	55	49	67

Chi Square = 3.87 df = 3 $p \leq 0.27$

QUARTER HOURS ENROLLED

Regarding Course load, only the students who entered College of DuPage directly from high school were carrying a full load (12.3 qtr. hrs.)

They were followed by General Community (9.8 qtr. hrs.), Community-Reverse Transfers (8.1 qtr. hrs.), and Reverse Transfers (7.7 qtr. hrs.). These differences are significant as shown in Table 5.

Table 5

Analysis of Variance Summary Table
Total Hours This Quarter by Source

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Between Groups	606.16	3	202.05	6.28	0.01
Within Groups	5369.19	167	32.15		
Total	5975.35	170			

It should be noted that the results for this section differ somewhat from Spring Quarter's results. For Spring quarter, the groups ranked 1) High School (12.2 qtr. hrs.), 2) Reverse Transfers (8.3 qtr. hrs.), 3) General Community (8.0 qtr. hrs.), and 4) Community-Reverse Transfers (7.7 qtr. hrs.).

TIME PREFERENCE

General Community students are least likely to enroll in day time classes. In fact, only High School source students take a majority of their classes during the day.

Table 6

FALL QUARTER 1978
Time of Classes by Student Source
(In Percents)

Classes	High School (N=53)	Reverse Transfers (N=62)	Community (N=48)	Community Reverse Transfers (N=29)
Day	70	39	19	35
Night	21	48	46	55
Both	9	13	35	10

Chi Square = 36.99 df = 6 $p \leq .001$

Fall quarter students differ considerably from Spring Quarter students on this time preference item. High School source students are more

likely to take day classes during the Fall than during the Spring. Whereas, Community-Reverse Transfers are more likely to take night classes during the Fall than in the Spring. A similar examination for Community students indicates that they are more likely to split their schedule during the Fall than during the Spring. The comparable table from Spring Quarter is reproduced below.

Table 6-a

SPRING QUARTER 1978

Time of Classes by Student Source
(In Percents)

Classes	High School (N=42)	Reverse Transfers (N=52)	Community (N=55)	Community Reverse Transfer (N=22)
Day	55	40	33	41
Night	12	42	56	41
Both	33	15	11	18

Chi Square = 21.99 df = 6 $p \leq 0.001$

STOP OUTS

Continuity of education is a potential problem for many community college students. This survey points out that 26% of all students have "stopped out" at least once since entering College of DuPage. By groups the percents are:

High School	12%
Reverse Transfers	32%
Community	33%
Community-Reverse Transfers	28%

These percentages are slightly lower than those reported during Spring Quarter.

DESTINATIONS

The educational goals of students were examined. The questions in this section were: "What types of degree (if any) are you planning to receive from College of DuPage?", "Do you plan on transferring to a four year college or university?", and "If yes, will you transfer before receiving an associate degree?".

At community colleges, it is often felt that students' goals fall equally into three categories: one-third transfer, one-third occupational, and one-third community service. The community service

group includes general interest or self improvement types of student orientation. In general, community service students are not seeking a degree.

The results of this survey do support the one-third figures for transfer after graduation (32%) and entry into an occupation after graduation (29%). But, the community service group can be sub-divided into two areas: 1) true community service (19%) who do not intend to complete a degree program and 2) persons who do not intend to complete a degree program at College of DuPage but do intend to transfer to a university orfour year college (12%). Thus, the "transfer oriented" student percentage is actually 44%!

For the Reverse Transfer group 42% responded that they did not intend to receive a degree. Likewise, 44% of the Community-Reverse Transfer group do not intend to receive a diploma. In comparison, the High School group and the Community group reported 13% and 16% respectively.

When these responses are crosstabulated with the question regarding transfer before receiving an associate degree, it is noted that most of the Reverse Transfer groups plan to transfer prior to receiving a diploma.

Table 7

Degree Being Sought by Student Source
(In Percents)

	High School (N=48)	Reverse Transfer (N=55)	Community (N=43)	Community Reverse Transfer (N=25)
Certificate	15	9	23	8
AGS	8	5	7	8
AAS	21	22	26	20
AA	35	11	16	16
AS	8	11	12	4
None	13	42	16	44

Chi Square = 27.09 df = 15 $p \leq 0.03$

SUMMARY

Each source group exhibits some characteristic that set it apart from the others. In addition, their purpose for enrolling at a community college would appear to differ. Therefore, when considering the types of courses and services needed to attract new students and retain current students, consideration should be given to these differences.

Finally, some differences in the composition of Winter, Spring, and Fall quarters were noted. This indicates that planning for each quarter should be unique. It also points out the necessity for developing a student flow study based on actual student records followed in a longitudinal manner. The "E-1" enrollment card,which is submitted to the ICCB as part of the Illinois Community College Board Management Information System every quarter, contains the needed information. This direction will be pursued in the future.

Table 8

Sources and Destinations of C/D Students

Sources		Destinations	
High School	27%	University Transfer	
		With AA Degree	32%
Reverse Transfer	33%	Without AA Degree	12%
Community		Work	29%
General	26%		
Reverse Transfer	14%	Community	
	100%	General	19%
		With BA Degree	8%
			100%

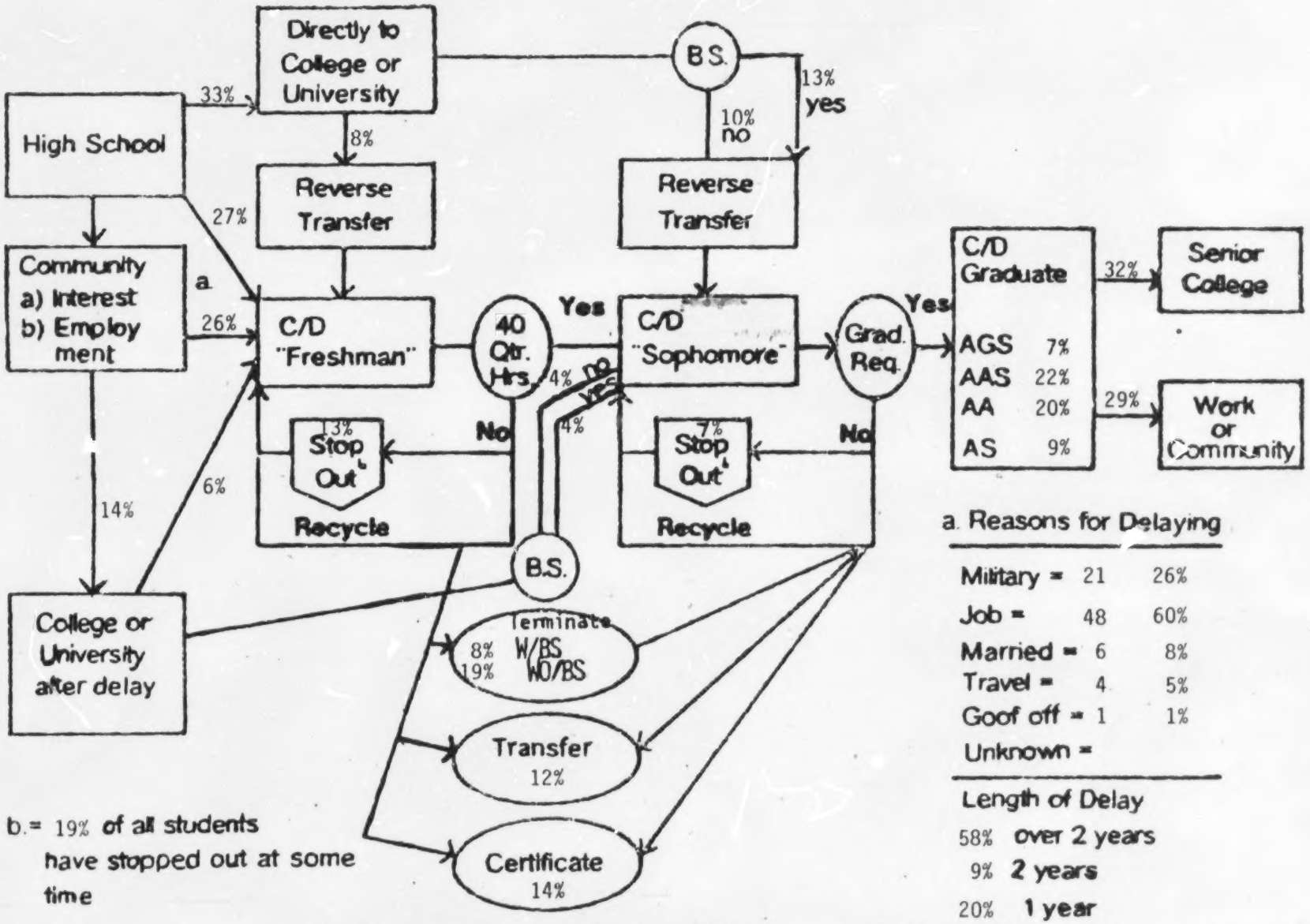
Table 9

Summary of Group Characteristics

	Age	Qtr.Hrs.	% Male	% Day Classes	% Stopout	% Not Seeking Degree	% plan to Transfer
High School	19.0	12.3	43	70	12	13	73
Reverse Transfer	26.6	7.7	41	39	32	42	57
Community	27.2	9.8	51	19	33	16	35
Community Reverse Transfer	31.1	8.1	55	35	28	44	43

Normal Flow Through C/D [c]

FALL Quarter 1978 Registration Survey



b.= 19% of all students have stopped out at some time

C = Percent of all students taking courses for credit (16,654)

a. Reasons for Delaying

Military =	21	26%
Job =	48	60%
Married =	6	8%
Travel =	4	5%
Goof off =	1	1%
Unknown =		

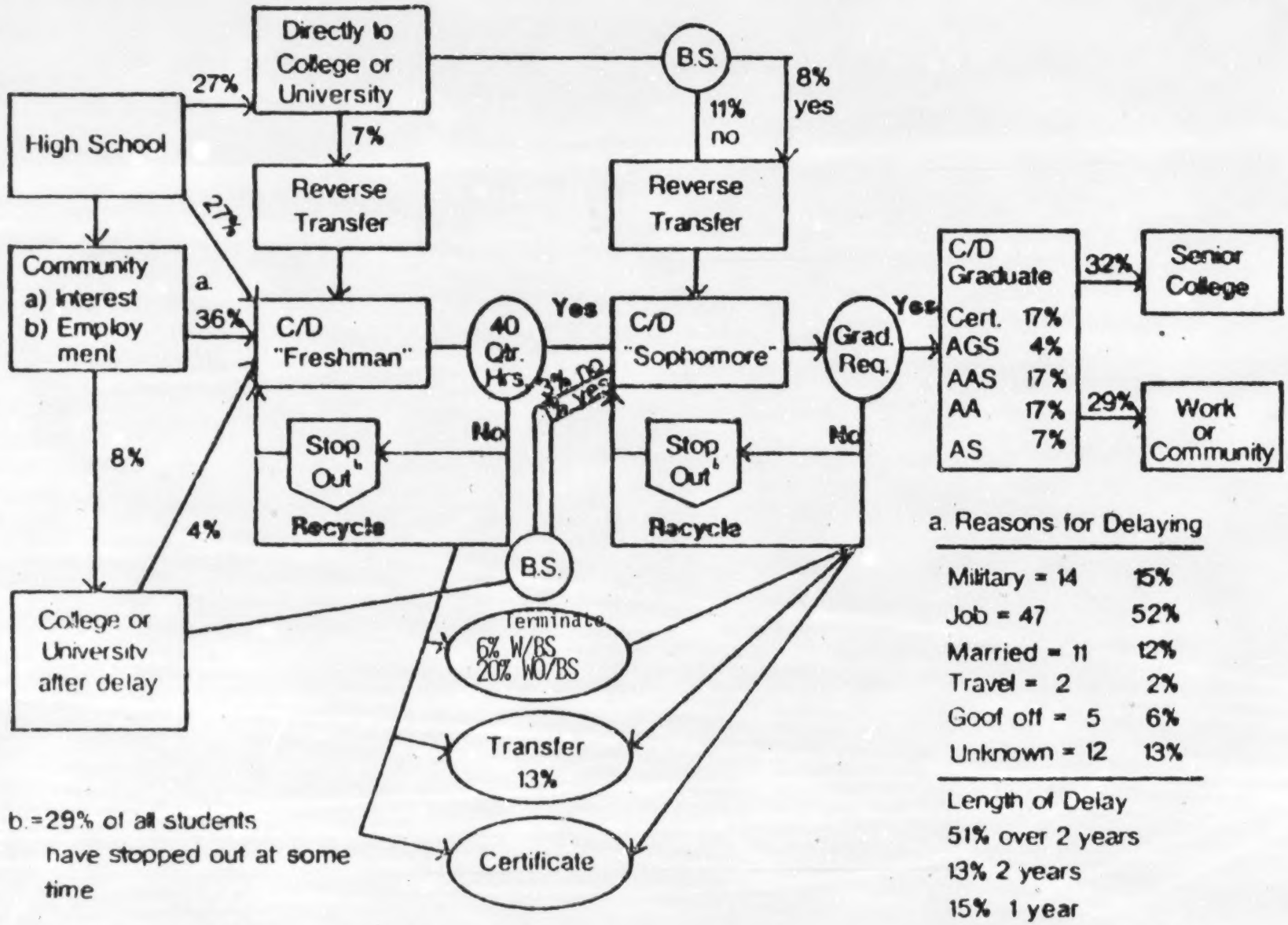
Length of Delay

58% over 2 years
9% 2 years
20% 1 year
13% Less than one year

(6)

Normal Flow Through C/D [c]

Spring Quarter 1978 Registration Survey



a. Reasons for Delaying

Military = 14	15%
Job = 47	52%
Married = 11	12%
Travel = 2	2%
Goof off = 5	6%
Unknown = 12	13%

Length of Delay

51% over 2 years

13% 2 years

15% 1 year

20% less than 1 year

b. =29% of all students have stopped out at some time

c Percent of all students (12,921)

APPENDIX A
FALL QUARTER 1978

COLLEGE OF DU PAGE REGISTRATION QUESTIONNAIRE

The information gathered from this survey is needed to identify the characteristics and expectations of our student body. Information will be published only in the form of statistical reports relating to the student population as a whole. Your assistance is needed and appreciated.

* * * * * * * * * * * * * * *

N = 204

1. _____ Did you enroll in college immediately after high school? (Disregard summers)

60 1. Yes
40 2. No

2. _____ If no to question #1, what best describes what you did immediately after high school? N = 80

26 1. Enlist in the military
60 2. Get a job
8 3. Get married
5 4. Travel
1 5. Goof off

3. _____ How long did you wait before entering college? N = 77

7 1. Winter quarter (or semester)
1 2. Spring quarter
5 3. Summer quarter
20 4. One year after high school (graduation)
9 5. Two years after high school (graduation)
58 6. Longer (enter the number of years here _____)

4. _____ At what type of college did you enroll?

60 1. C/D
13 2. Other community college
13 3. Public four year college or university
11 4. Private four year college or university
2 5. Other (specify _____)

5. _____ How many quarter hours had you completed when you transferred into College of DuPage? N = 100

37 1. 40 quarter hours or less (freshman)
19 2. More than 40 quarter hours (sophomore)
13 3. Baccalaureate degree
5 4. Masters degree
1 5. Doctorate
25 6. Other (specify _____)

(OVER)

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6. _____ Since entering C/D, have you ever dropped out for a quarter or longer? (Disregard summers)

26 1. Yes
74 2. No

7. _____ If yes to question #6, when did you drop out? N = 39

64 1. As a "freshman" (less than 40 quarter hours)
31 2. As a "sophomore" (more than 40 quarter hours)
5 3. Both

8. _____ What type of degree (if any) do you plan on receiving from C/D?

14 1. Certificate
7 2. Associate of General Studies (AGS)
22 3. Associate of Applied Science (AAS)
20 4. Associate of Arts (AA)
9 5. Associate of Science (AS)
28 6. None

9. _____ Do you plan on transferring to a four year college or university?

54 1. Yes
46 2. No

10. _____ If yes, will you transfer before receiving an associates degree?

28 1. Yes
72 2. No.

11. In your opinion, what are the most important problems, concerns or needs faced in the College of Dupage district?

_____

_____

_____

12. _____ Sex 46 1 = Male 54 2 = Female

13. _____ Enrolled 59 1 = Part-time 41 2 = Full-time

14. _____ Enrolled 42 1 = Day classes 41 2 = Night classes 17 3 = Both

15. 9.59 The total number of credit hours enrolled for this quarter. S.D. = 5.93

16. 25.3 Age S.D. = 8.91